

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Mary Ann Chapko

Official School Name: Dwight D. Eisenhower Elementary School

School Mailing Address: 1450 S. Main Street
Crown Point, IN 46307-8444

County: Lake State School Code Number: 3773

Telephone: (219) 663-8800 E-mail: mchapko@cps.k12.in.us

Fax: (219) 662-4333 Web URL: http://www.cps.k12.in.us/eisenhower

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Teresa Eineman Ed.D. Superintendent e-mail: Eineman@cps.k12.in.us

District Name: Crown Point Community School Corporation District Phone: (219) 663-3371

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Karen Schrum

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 10677

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	24	8	32		6	0	0	0
K	40	37	77		7	0	0	0
1	47	41	88		8	0	0	0
2	54	33	87		9	0	0	0
3	45	39	84		10	0	0	0
4	34	32	66		11	0	0	0
5	47	47	94		12	0	0	0
Total in Applying School:								528

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
4 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
86 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	21
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2009	481
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 26

Number of languages represented, not including English: 7

Specify languages:

Macedonian, Greek, Urdu, Punjabi, Polish, Afrikaans, Spanish

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 73

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%

Total number of students served: 103

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>29</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>10</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>34</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	98%	97%	96%
Teacher turnover rate	40%	12%	6%	18%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The turnover rate for Eisenhower teachers has traditionally been 0% as teachers do not choose to leave until their official retirements. The data for these past five years is quite skewed due to three factors; retirements, renovation, and redistricting. In 2006-2007, three teachers retired after full careers at Eisenhower School, resulting in an 18% turnover rate. One additional teacher retired in 2007-2008, which represents a 6% turnover rate. Two more teachers retired in 2008-2009 resulting in a 12% turnover rate. 2009-2010 is the most statistically significant year for our school as our physical plant doubled in square footage, and our school gained 182 students through redistricting and move-ins as well as 46 students in the Early Childhood Disabilities Program. This necessitated a shifting of teachers within the corporation as we grew from 287 students to 515. Our actual turnover rate of existing teachers was 0%, as no teacher left, however, the addition of ten new teachers resulted in a 40% turnover rate.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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The mission of Dwight D. Eisenhower Elementary School is focused on preparing each student to be a productive, tolerant, and respectful citizen by fostering development of his/her knowledge base, problem solving strategies, critical thinking skills, decision making processes, technological awareness, and communication skills within the confines of our safe and caring environment. Our team believes that working together creates a community for quality education. Our shared vision for Eisenhower Elementary School is to develop learners who are confident, competent, caring, and contributing members of society.

Dwight D. Eisenhower Elementary School opened on February 1, 1971 as part of the Crown Point Community School Corporation (Crown Point, Indiana). Eisenhower began as a K – six grade building, but was reconfigured in the 2007 school year to house students in grades K – five, and again in 2009 to accommodate four Early Childhood Disability (ECD) classes. The Crown Point Community School Corporation is located in Northwest Indiana (Lake County) and is primarily a middle-class, suburban community, approximately 50 miles from the urban and cultural amenities of the city of Chicago, Illinois. Total school enrollment is currently 530 students.

Foremost, Eisenhower Elementary is a school family. It is our team's goal to make certain that everyone who enters our doors feel our school's welcoming spirit. Our teachers consistently work collaboratively and focus on each other's strengths to best meet each student's needs. There is always a respectful communication among staff members who feel comfortable seeking advice from a student's previous teacher or other team member who might have ongoing experience with a child. This attitude of cooperation and collaboration eases the transition between grades, socially, emotionally and academically and encourages consistent student growth.

Eisenhower School hosts a variety of curricular programs to meet the individual needs of its growing student population. Students receive instruction twice weekly in physical education and music and once weekly for art and library. The school hosts a state-of-the art computer lab and multiple computer stations per classroom and media center. A half time Least Restrictive Environment teacher and full time paraprofessional work with identified special needs students within both the resource room and inclusion classrooms. A part time Speech and Language teacher works with identified students within the resource room. Identified high ability students work a differentiated curriculum within the classroom as well as a pullout program with a high ability teacher. English as a Second Language (ESL) students are serviced daily in a pullout program designed to increase vocabulary, reading fluency, and improve English proficiency. Our Response to Instruction (RtI) team consists of three paraprofessionals, who assist with a variety of interventions to service the needs of Tier 2 students. Intermediate students may participate in a variety of extracurricular academic competitions such as the Indiana Spell Bowl and Math Bowl, and Science Olympiad, as well as Student Council and Science Club. In 2007, Eisenhower School became a Charter Chapter of the newly instituted National Elementary Honor Society (NEHS.)

Complementing the work of the Eisenhower team, parent involvement is extensive at Eisenhower School. All parents have 24/7 access to a grade portal for their child. Additionally, our new web-based Renaissance Place provides parents with real-time information regarding their child's performance in the areas of reading comprehension and math facts. An extremely active Parent Teacher Organization financially supports curricular enhancements in addition to promoting the ongoing partnership between principal, teachers, staff, students, parents, and community. A Parent Volunteer Room provides daily support to teachers and staff. Parents consistently donate supplies and time, as well as help with field trips and special classroom events.

Eisenhower School maintains a consistently commendable attendance rate for students (97.27% - 2010). Our school was recognized as a Four Star School by the State of Indiana in February 2008, January 2010,

and March 2011, and has been awarded per pupil incentive monies in recognition of standardized test score improvement. Eisenhower School received an Exemplary Category Ranking under P.L. 221 in the State of Indiana every year from its inception in 2005 to the present. Additionally, under the federal mandate of No Child Left Behind, (NCLB), Eisenhower School achieved Adequate Yearly Progress, (AYP), from its inception in 2002 until the present. The ultimate goal of each member of the Eisenhower team is to ensure individual student success while at the same time instilling study and organizational skills, the necessity for respecting others, and a promotion of a lifelong love for advancement and learning.

Our school underwent an extensive renovation project which resulted in an increase of 100% capacity in the fall of 2009. As a result of redistricting, the enrollment increased by approximately 200 students. Our team welcomed amenities such as music and art rooms, an indoor and outdoor science lab, expanded media center and gym, and main office accessibility. Throughout all the changes we have recently undergone, we are proud to say that our achievement levels never faltered!

1. Assessment Results:

The State assessment scores our school attained in the spring of 2010 were the result of a fourteen year analysis and achievement process by the Eisenhower School teachers, students, parents, principal and curriculum director. It was truly a labor of love for our students and a very specific long term, school improvement goal we deliberately sought and more than successfully reached. Our goal, which was quite a lofty one, was to reach the 90% passing rate at all grade levels in both Language Arts and Math on the Indiana Statewide Testing for Educational Progress (ISTEP+) test. In spring of 2010, after consistently improving our scores over time, we reached a 95% passing rate in all areas. These scores stand significantly above the State averages of 80% and 76% for Language Arts and Math in grade 3; 78% and 76% for Language Arts and Math in grade 4; and 71% and 81% for Language Arts and Math in grade 5.

Eisenhower Elementary has consistently scored well on our State testing. Our school's trend line shows consistently increasing results over the past ten years. A careful analysis of our data over the past five years however, demonstrated that improvement could be made in the percentage of students receiving a PASS+ score in both Language Arts and Math. Our team was not content to remain satisfied with high passing rates. Curricular analysis, attention to State Standards, and a deliberate effort at meeting each student's academic needs have reaped some significant benefits particularly in the area of Math. Five years ago, 13% of our third graders, 9% of our fourth graders, and 13% of our fifth graders scored a PASS+. Through a data and curricular analysis, our team quickly realized we needed to focus more of our attention on better meeting the specific needs of our high ability students. Our interventions and curricular modifications, specifically a whole-school focus on inquiry based math instruction, yielded statistically significant improvements. In spring 2010, our PASS+ rates in math soared to 42%, 47%, and 49% for grades three, four, and five. We are now facing the point of having more than half of our students reach the PASS+ level and feel more confident than ever, that as educators we are meeting each individual student's academic needs in the area of math. In the area of language arts, we have made similar growth in the area of PASS+. Five years ago, our data shows 13%, 5%, and 8% of our third, fourth and fifth grade students scoring at the PASS+ level. These rates were higher than previous years' levels, but again became a focal point for our team to improve. In spring 2010, our PASS+ rates in language arts had risen to 35%, 20%, and 23% for our third, fourth, and fifth grade students.

Additionally, an analysis of our written expression applied skills scores demonstrates a consistently strong improvement over time. Our team became aware of the importance of students scoring at the "4", or passing, level on the State rubric for written expression, which spans from one through six, and made this a component of our school improvement goal. An analysis of our ISTEP+ applied skills data from five years ago (2006) indicates ninety six students received a score of "1", "2", or "3" on the State rubric, which is not a passing score. Additionally, and possibly equally troubling, only twelve students scored a "5" and only one student in the entire school earned a "6" on the State writing rubric. Spring 2010 ISTEP+ writing applied skills data dramatically indicates how our focus on writing instruction has paid tremendous dividends for our students. No student earned a "1", only two students earned a "2" and twelve students earned a "3", a huge contrast to the ninety six students who did not pass five years ago. Our team is tremendously proud, too, that one hundred and one students earned a "5" in contrast to our twelve from five years ago, and most impressively, forty one students earned a "6" versus the one student who reached that level in 2006! Our school improvement goal for improving literacy instruction across the curriculum, which includes an emphasis on guided reading, Daily 5, the *Daily Café* assessments (Gail Boushey and Joan Moser,) and the Six Traits of Writing, will continue to lead our instruction and the consistent growth in our students' scores.

The results of the spring 2010 test data earned our school the recognition of the State Honor Roll for scoring at a 95% passing level for all students tested in Language Arts and Math as well as Four Star School status. There are no significant discrepancies in our subgroup scores which include males and

females, and the free or reduced lunch subgroup. Overall, this increase in achievement has caused the ISTEP+ scores for the students at Dwight D. Eisenhower Elementary to become consistent with other Indiana schools scoring in the 95th percentile across the State. Additional information regarding the Indiana Statewide Testing for Educational Progress (ISTEP+) scores for Eisenhower Elementary can be located on the Indiana Department of Education's website by visiting www.doe.in.gov and <http://compass.doe.in.gov/compass/Dashboard.aspx?view=SCHOOL&val=3773&desc=SCHOOL&atab=0>

2. Using Assessment Results:

The Indiana Academic Standards are the driving force behind all instructional programming at Eisenhower School. The ISTEP+ assessment serves as the most significant gauge in ascertaining the extent to which the students are meeting the standards. Throughout the academic year, however, other assessment data also guide and determine the effectiveness of our instructional programs and teaching methods for our students. This data includes the Renaissance Learning programs of STAR Reading and STAR Math, mClass, and Acuity predictive data. InView, a cognitive abilities test given to third and fifth grade students and Terra Nova, a standardized achievement test given to first grade students provide additional National benchmarks which allow us to assess our local progress and individual student achievement. All assessments are given in a systematic fashion following a corporation-wide assessment calendar. This ensures consistent pacing of assessments throughout the year, and provides teachers and interventionists with the ability to promptly and proactively respond to students' needs as they are discovered. Assessment information is also used to identify High Ability students as well as determining those students who qualify for Response to Instruction (RtI), which assists in placement in appropriate skill groups and classes. The Cognitive Abilities Test (CogAT) is used with a select group of students in grades three and five who are being considered for the High Ability designation and services. The Response to Instruction Team is made up of general and special education staff and the principal. The team uses assessment data to design an intervention plan for students who are struggling in meeting academic and behavioral goals and expectations. Through the use of assessment data students are placed in Tier 2 or Tier 3 interventions using small group instruction. Progress is then closely monitored through research-based interventions and assessments. The goal of RtI is to provide early intervention to identified students to ensure their success in learning.

The Eisenhower team participates in weekly "Late Start Wednesdays" as a means of sharing, reviewing, and analyzing all incoming data to better determine curricular needs and instructional programs. Students start their school day twenty minutes later than usual to allow for sixty minutes of professional development time for teachers and staff. It is during these specified times that we are able, as a team, to disseminate incoming data, analyze trends and discrepancies, and draw conclusions together. Changes and modifications in our programs, teaching, curricular accommodations and research-based interventions flow from these team-building sessions.

3. Communicating Assessment Results:

Dwight D. Eisenhower Elementary School's student performance and assessment data is communicated through our school's weekly online newsletter in "The Principal's Desk" column, as well as on our school's website, our school corporation's website, the Regional Data Systems online Parent Portal, and via the teachers' classroom newsletters and web pages. Our goal of enabling all parents to have continuous access to their student's academic performance as well as attendance and disciplinary records, has been realized at the elementary level this year when the new Parent Portal was introduced. An online student dashboard is being developed to allow teachers to have access to past and current data (both at the Corporation and State levels) on each of their current students. The State of Indiana instituted the online Learning Connection site this academic year which introduces an enhanced assessment piece to our State testing program known as the Growth Model. In addition to tracking the Pass, Pass+, and Did Not Pass rates for State ISTEP+ testing, this method of analyzing student data configures individual student growth per school year. Teachers now have the ability to analyze student data and progress over time, and drill down into the individual levels of mastery on specific State standards for each student in their classrooms.

Parents also have enhanced online access to their child's academic progress at the State level spanning the timeline of their school career. In addition, the principal presents an academic progress report for Eisenhower School annually at a school board meeting to enable patron and media access to current assessment results.

4. Sharing Lessons Learned:

The team at Dwight D. Eisenhower Elementary School is proud to share the successes that they have discovered with other schools within and outside of our school corporation. Our team frequently welcomes teachers and administrators from other schools to come and walk-through the building and to observe strategies that have proven to be successful with our students. Eisenhower teachers are often asked to conduct professional development activities for teachers from other schools, both within and outside our Corporation. For example, second grade teachers recently shared how they use the *Daily 5* and the *Daily Cafe* to guide their language arts instruction in their classrooms. The principal has also been invited to present curricular successes at our State's Leadership Academy and to burgeoning administrators in their capstone class at Purdue University. The principal has also had four articles published in *Principal* magazine, a professional journal of the National Association of Elementary School Principals, sharing her insights regarding inquiry-based math instruction and the challenges, stresses, and successful practices indigenous to the principalship. The entire team is always eager to learn and share the best practices that other schools and educational research have identified as having a positive impact on student achievement.

While much of the success that our students have had at Eisenhower Elementary can be contributed to the hard work of our teachers, students, parents, and staff, we also recognize that the high achievement of our school is a reflection of the hard work of the entire school corporation. In the event Eisenhower Elementary is recognized as achieving Blue Ribbon School status, our team will share in this honor with the entire Crown Point Community School Corporation. This achievement would be the culminating event in a successful partnership with all of the educators and community members within the city of Crown Point. The Eisenhower team will continue to welcome teachers and administrators into our building and remain eager to share our successful practices with other schools and corporations to assist them in meeting the needs of their students.

1. Curriculum:

The Eisenhower Elementary School curriculum is based on and aligned with the core academic subjects and related arts standards adopted by the Indiana State Board of Education. The planned implementation of the National Core Standards will provide an elevated level of growth expectations and achievement outcomes for all students. Our instructional methods have an inquiry-based focus.

Math- Our inquiry-based math program is a spiraled, integrated program that is tied into multiple curricular areas. The students are taught mathematical concepts through the use of real world problem solving strategies, a common vocabulary, manipulatives, technology, and literature. Daily math instruction is differentiated within the classrooms to meet individual student needs. The Eisenhower math curriculum is a balanced blend of computational skills and problem solving strategies, and includes the integration of reading, writing, and science skills and concepts. Teachers concentrate their efforts on ensuring that students show measured growth with mathematical concepts through grade level, developmentally appropriate activities. Our math curriculum correlates to the NCTM Standards. The instruction, practice and assessment of learning are delivered in a distributive approach across each grade level. This approach allows students to not only gain, but retain critical math concepts and skills and employ those thinking skills in real-world situations.

Reading- Our Reading/Language Arts program is based on a balanced approach to literacy. Fluency, phonemic awareness, vocabulary, phonics, comprehension, and writing are the components of our literacy program. Students engage in reading/writing activities which are guided by the use of formative assessment data. The language arts program employs Fountas and Pinnell's research-based guided reading model. Delivery includes whole group, small group, and individual conferencing lessons using think aloud, read aloud, shared reading, and skill based mini-lessons. A variety of genres are used in the instruction of narrative, expository, persuasive, and technical text types. Students are given instruction in the writing process and are evaluated using the Six Traits of Writing model and rubric. Writing is integrated across all content areas.

Science/Health- Science standards incorporate the Life, Earth, and Physical Sciences. Age appropriate units encourage students to think scientifically and understand the world around them. Our science curriculum is supplemented with non-fiction literature, hands-on activities, and kits (FOSS.) These kits and activities provide additional opportunities for scientific inquiry as students experiment, observe, predict, collect data, and draw conclusions. Students regularly work in cooperative groups to enhance and ensure transfer of the hands-on, inquiry-based learning.

Our health education program encourages our students to make healthy and safe life choices. Topics include: the human body, consumer and personal health, nutrition, physical activity and fitness, community and environmental health. Nutritional eating and the benefits of exercise are reinforced by our food service and physical education programs.

Social Studies - We strive to help our students attain an understanding of their past, present, and future, and of their location in their State and world through the use of a variety of strategies and tools. Instructional strategies used to increase awareness in this subject include map skills, integration of world events within geography, student gathered photos or artifacts from home and family, investigating cultures around the world, and relating historical events to the present with current events. Corporation capstone projects appropriate for each grade level's standards expose students to essential thinking and analysis skills, research report writing and process skills, open-ended questioning and response skills, and independent presentation skills.

Specials - Art, music, media, physical education, and technology enhance and complement all areas of the school curriculum.

Art education involves learning the elements and principles of art, and making two- and three-dimensional art using various materials and methods. Students also learn why art- past and present- is distinctive to its own time and how art relates to other curricular areas such as math, science, music, and social studies.

Eisenhower Elementary is a school of singers! Students learn about music history and culture through movement, singing, and playing instruments. Students learn that music can be an appropriate outlet for individual expression as well as a collaborative effort with one's peers. Our music instruction also directly correlates to our school improvement goal.

During physical education classes, students practice both gross and fine motor skills through the use of games, sports, and various athletic exercises. Additionally, students learn how to utilize the concepts of teamwork and goal setting. Good sportsmanship is an integral piece of all instruction.

Our new media center is the centerpiece of our school building and a welcoming spot for reading and research. Students participate in the differentiated Accelerated Reader (Renaissance Learning) and Young Hoosier Books Program to consistently enhance their reading comprehension and fluency skills.

Computer Lab instruction facilitates the students' use of technology and in-depth research. Students utilize programs which teach word-processing skills, multi-media presentations, and enhance reading and math skills. In addition, students are taught and given the opportunity to apply appropriate internet research and browsing.

In addition to our core curriculum, students at Eisenhower Elementary have access to a Home/School Facilitator, specific classes for gifted students, and additional supplemental and intensive support for students who are not meeting district benchmarks or grade level standards.

2. Reading/English:

The Language Arts curriculum at Eisenhower Elementary School is designed around researched reading strategies which enable students to effectively use the communication skills of speaking, reading, writing, and listening. Students acquire and refine skills through a variety of multi-sensory approaches such as balanced literacy instruction, process writing, listening activities, literature-based curriculum, daily oral language activities, and journal writing. Daily reading and language arts instruction is provided within a 60-90 minute literacy block. During this time, differentiated literacy instruction occurs using a guided reading and writing approach. Students receive instruction through whole group, small groups, student-teacher conferencing, and peer cooperative learning. The format and pace of instruction is based on present levels of student performance data, gathered through benchmarking and progress monitoring. Teachers consistently incorporate higher level and critical thinking skills within their daily language arts lessons. Techniques such as story mapping, graphic organizers, literary analysis, writing and publishing, open ended questioning, and connecting literature and writing with personal life experiences, are used. Novels, short stories, and picture books are frequently employed for reading instruction at all grade levels. Teachers integrate content and technology to provide enriched understanding of and interaction with the skills they are teaching.

Remediation for those students not meeting grade level benchmarks within the classroom include re-teaching, peer tutoring, and modified assignments. Additionally, students continuing to have difficulty meeting grade level benchmarks, as evidenced by progress monitoring, are provided Tier 2 and/or Tier 3 interventionist support. Research based interventions used include *Quick Reads*, *Wilson Reading*, and *ReadingA-Z.com*. Likewise, identified high ability students have additional literacy and writing opportunities within a two hour weekly enrichment class.

Kindergarten and first grade teachers are responsible for laying the foundation for reading. The students tackle phonemic awareness and phonics using Tucker Signing, and components of the Four Block models. They study word families, parts of speech, and sight words in their daily lessons. Second grade teachers recently implemented Daily Five, an approach to reading which enables students to develop the daily habits of reading, writing, and working with peers. Daily 5 is comprised of three main parts—silent reading, partner reading, and working on writing or vocabulary. Fluency is practiced at all grade levels as children focus on poems, rhymes, and short reading passages to improve their reading speed and flow. Eisenhower students especially enjoy Reader's Theatre scripts where stories are read in small groups with each child having a special part. Reading at the fourth and fifth grade levels is based on age appropriate novels that not only enhance reading and writing skills but also skills such as summarizing and comparing of ideas. The selection of novels is meant to enhance fluency and comprehension in the content areas of science and social studies as well. Our school has also developed a common core vocabulary list delineated by grade and subject, which students are taught to master each year.

The ultimate goal of Eisenhower's literacy program is to develop readers who understand what they read and enjoy the process of reading. Our youngest students are making predictions and connections. Emerging readers are taught to set a purpose, ask questions, and summarize what they read. Developing readers are asked to reread for specific information, make inferences, and visualize. Our literacy block affords teachers the opportunity to strategically group students to provide instruction designed around individual needs. The Eisenhower team maintains the belief that providing standards-driven instruction at a readability level appropriate for each child is the best way to help children achieve mastery in reading.

3. Mathematics:

Amidst all the high achievement at Dwight D. Eisenhower Elementary School, the shining star of our curriculum is mathematics instruction. Our math curriculum is designed to build upon the students' prior knowledge and to develop students into thinkers and problem solvers. Daily lessons include problem solving, mental math, computation, math facts practice, and focused skill instruction. The team has collaborated to develop a three part instructional plan that best meets the learning needs of each individual student. The basis of math instruction at Eisenhower School is *Everyday Mathematics* from the University of Chicago. This program is comprehensive, inquiry-based, and requires minimal supplementing in order to meet Indiana Academic Standards. A second instructional and benchmarking component is the completely differentiated instruction of *Accelerated Math*, created by Renaissance Learning. Students progress through math objectives appropriate to their grade level and/or ability level, individually or in peer groups. Teachers intervene as needed with individual or small group instruction to ensure mastery of each objective and standard. We have found this program to be a reliable check system as to whether or not our students are meeting the required grade level State standards. The third component is math computational fluency, for which we use the *Math Facts-In-A-Flash Program*, also from Renaissance Learning. Our school's goal is to have all students reach a level of automaticity with all the math facts they will need in real life to take them through their highest level math courses.

Math concepts and skills are taught using hands on strategies, whole group instruction, small group instruction, and differentiated instruction. Students actively use technology including computers and calculators to enhance their mathematical skills. In primary grades the calendar and opening day activities focus on math skills and concepts. This repetition and real life application of number sense fosters the development of a solid mathematical foundation. Problem solving is an integral part of our math curriculum. A variety of supplemental resources are used to engage students in problem solving activities. The team has collaborated vertically to develop a common math vocabulary so that these words and concepts are built upon in each grade level. Students practice problem solving every day where they are taught and encouraged to use more than one strategy to solve problems. Students are also required to provide written explanations for problems that they have solved in order to demonstrate their thought processes. Math and Acuity Predictive assessments are used to measure the progress that students are making toward mastery of concepts.

4. Additional Curriculum Area:

Improving writing skills is a school-wide goal at Eisenhower Elementary School and is part of our school improvement plan for the State. Approximately ten years ago, our team determined a more systematic approach to writing instruction was needed for our students. A grass roots effort resulted in all teachers being trained in the *Power Writing* method, which definitely impacted our students' ability to organize their thoughts and improve their writing fluency. This program proved very successful for all students at all grade levels, but our team felt that we soon "outgrew" it. A need was felt for an approach that enabled students to attain greater creativity in their writing ability. Therefore, the Six Traits of Writing model was adopted in the 2005-2006 school year and became an integral component of our school improvement plan. All grades are now approaching the writing process with a common language and a common method of assessment. The focus of all writing is on the traits of ideas, organization, voice, sentence fluency, word choice, and conventions. Teachers have developed grade level appropriate rubrics which help students know the expectations for writing and help teachers evaluate student writing using common expectations. Progress in student writing is evaluated many times throughout the school year. Writing samples are used to determine which areas of the six traits need to be emphasized through writer's workshop. Since writing proficiently is a skill needed in all areas from language arts to science to math, the Six Traits language is utilized in all subject areas. Even our music teacher designs her lessons to seamlessly correlate with the Six Traits program in the general education classroom! Teachers collaborate frequently to develop lessons that meet the writing needs of students across all content areas. All teachers have received professional development training from the Six Traits guru, Mrs. Kristina Smekens. Kristina has also spent time in classrooms at our school to model specific writing lessons for our team. Progress in writing is monitored by documenting and studying the data from writing samples and the applied skills scans from ISTEP+ State testing. Our team has become ever more adept at determining how best to motivate students to write at increasingly higher levels, and all our data most definitely proves that!

5. Instructional Methods:

The team at Eisenhower Elementary works diligently to provide the most effective instruction to meet each student's individual learning needs. The students' learning styles, interests, exceptionalities, strengths, and areas of concern as determined by student assessment data are all taken into account when decisions are made that will impact student learning. The use of interventionists, parent volunteers, members from the community, and exploratory student/teachers from the high school make it possible for the team to enrich and remediate instruction through the utilization of small groups and one-on-one strategies in core academic areas.

At Eisenhower School, we recognize that all children learn differently. A number of methods are in place to intervene early in a child's academic life. We offer an extended day program to supplement the half-day kindergarten program as an intervention for identified students. All teachers utilize a variety of flexible skill grouping strategies to ensure that all students' needs are being met. In addition, students in the bottom 25th percentile receive Tier 2 or Tier 3 interventions in reading and/or math utilizing Response to Instruction (RtI) interventionists and our LRE teacher.

The reading program at Eisenhower Elementary has been designed to foster differentiated instruction in the classroom using a guided reading approach. All teachers strive to provide a sixty to ninety minute uninterrupted reading block every day. During this reading time, students are expected to participate in activities that engage them in both grade level reading and instructional level reading. To accomplish this objective, students are reorganized into flexible reading groups for small group reading instruction within the classroom. Leveled books and learning stations are critical components of the differentiation that is provided to students.

Math lessons are taught using inquiry-based techniques to differentiate instruction for each student. Students are expected to participate in problem solving, math facts practice, mental math, a

standard-based lesson, and computation review and practice on a daily basis. Classrooms are cluster grouped to allow teachers the ability to best meet the needs of more specific levels of students.

Science instruction at all levels has been taught using a "hands-on" approach to learning. Students are embedded in experiences that involve experimentation, observation, and drawing conclusions from results. Science instruction is guided by an alignment to the Indiana Standards.

High expectations for student learning holds true for all students, including those who have been identified with special needs. Eligible students are provided opportunities to engage in pull-out activities in our high ability program, as well as full grade and subject acceleration. Students with Individual Education Plans (IEPs) work in an inclusive setting the majority of the time. Modifications and accommodations are shared by the regular classroom teacher and least restrictive environment (LRE) teacher and her paraprofessional. Special education students also meet in small groups or in individual sessions as needed. English Language Learners are assessed based on state criteria. Support is provided to ELL students based on individual need as measured on this assessment by a trained paraprofessional.

6. Professional Development:

The professional development program at Eisenhower Elementary School exemplifies a community of learners. This program can be best described as a "train the trainer" model. Team meetings are viewed as a time for teachers to share best practices or to collaborate to improve existing practices in order to increase student achievement. At times throughout the school year, select teachers are sent to attend professional development activities hosted outside of the school district to gather information as it relates to our school improvement objectives. These teachers are expected to become experts on the topic and to return to Eisenhower and train the remainder of the team on the key information that they have gained. Grade level teams are encouraged to meet as frequently as possible to discuss how initiatives are being implemented and to discern student achievement. At Eisenhower we work on maintaining a professional community where we can rely on the expertise and mutual support of our colleagues to support our day to day decisions as well as receive adequate opportunities to learn about research-based strategies and pedagogy. Additionally, specific professional development opportunities are provided at the district level through the coordination of our Director of Curriculum, for math, reading, social studies, science, assessment, characteristics of effective instruction, and other areas. The professional development is delivered to grade level or subject area teams, by horizontal or vertical articulation across the district, or differentiated for teachers new to our school corporation.

The professional development program for the past two school years at Eisenhower has focused on the implementation of Response to Instruction (RtI), best practices for math, science, and health as we face a textbook adoption cycle, and review and revision of our school improvement plan. Our tradition is to involve the entire team in the process, versus the more segmented committee approach. A later student start time every Wednesday, allows for one hour of dedicated professional development each week. This academic year we have chosen to use that time more productively by dividing it into grade level collaboration, cross-grade level collaboration to allow each teacher/grade/subject access to every other at some point in the year, and professional development sessions. The focus of the professional development activities has enabled teachers to develop instructional strategies to enhance the teaching and acquisition of state standards across all curricular areas. Daily classroom instruction shows teachers consistently providing differentiated instruction based on student needs.

Continued areas of professional development will focus on using assessment data to drive instruction per individual student. We foresee grade levels establishing data walls to support visualization of student progress on standards, as well as the development of more standards based assessments and reporting. The main outcome of this professional development will allow teachers to more effectively focus and reflect on the individual growth of all of their students.

7. School Leadership:

Eisenhower Elementary School's successes are the result of the efforts of a strong educational community which includes the principal, teachers, support staff, parents, and students. While the role of the principal as educational leader, administrator, and facilitator is a focal point, leadership at Eisenhower has evolved over time to be shared by all team members. The principal tries to model a collaborative decision-making process throughout the school which has proven to support high expectations and consistently results in positive outcomes. A shared responsibility for student learning has created a sense of urgency and accountability among all stakeholders that all students will learn and will perform at high levels.

The principal's leadership style demands that she be highly visible, accessible, and an integral piece of the academic environment and school culture. Collaboration and communication are key aspects. She consistently works to ensure that all members of the staff, the students and the parents know that her door is always open, and that they will always be listened to and respected. Her leadership philosophy to "teach every child as if he/she were my own," has been embraced by each staff member and really makes our school a special place. When decisions need to be made, the first question we all automatically ask is, "What is best for our students?" Eisenhower Elementary is a terrific example of parents, teachers, staff, and administrators working together to always do what is best for children. As the educational leader, the principal feels the need to lead with her eyes open for oncoming opportunities as well as potential setbacks, and to lead with a passionate heart so that staff and students feel secure and safe enough to take educational risks. It's how Eisenhower School keeps getting better and better!

The principal firmly believes in hiring the best people possible and doing whatever she can to support them in their work. She continues to work on building leaders among the students, teachers and parents by encouraging and coaching them to use their talents to the fullest. Ultimately, any principal's true legacy will be the quality of the teachers she will have hired. The climate in our building is positive, spirited, and there is a lot of laughter. The principal believes that if students are happy and comfortable, they will learn more easily, and if her team is happy, they will give our students and school their fullest support.

The principal's role is varied and seems to grow more complex with each passing year. Her consistent focus is to protect the school from some of the demands placed on it from the outside and encourage the growth and development of all staff members. Traditional faculty meetings now focus on instructional strategies, successes, limit managerial tasks, and allow grade-level and cross-grade level collaboration, communication with parents, and professional development. One of the principal's ongoing professional goals is to inspire all around her to do their personal best every day. She is so proud to be able to say that the team that has been developed over her tenure of 15 years is a cohesive unit always focused on what is best for the students. Responsibilities for committees and activities are shared among all team members so that all have a chance to develop leadership skills. Everyone in our building, from the custodian to the secretary to the nurse to the cafeteria manager to the teacher to the paraprofessional to the principal has an important role to play in ensuring student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	95	92	98	85	77
Pass+	42	42	14	19	13
Number of students tested	62	53	51	53	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

11IN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	96	85	94	90	92
Pass+	35	19	20	28	13
Number of students tested	62	53	51	53	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	97	90	95	84	84
Pass+	47	29	30	14	9
Number of students tested	88	58	57	51	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

11IN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	93	91	88	94	86
Pass+	20	40	19	6	5
Number of students tested	88	58	57	51	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	99	93	91	91	92
Pass+	49	20	17	21	13
Number of students tested	82	56	54	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: Ctb McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	91	89	94	81	89
Pass+	23	14	9	10	8
Number of students tested	82	56	54	58	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
4. Special Education Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES: State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	97	92	94	87	90
Pass+	46	30	20	17	17
Number of students tested	232	167	162	162	170
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)	90	78	100	63	83
Pass+	24	17	7	6	9
Number of students tested	29	18	15	16	23
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)	100				
Pass+	27				
Number of students tested	11				
4. Special Education Students					
%Pass + (Pass+)	86	82	83	64	75
Pass+	7	27	25	14	15
Number of students tested	14	11	12	14	20
5. English Language Learner Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES:					

11IN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Sep	Sep	Sep
SCHOOL SCORES					
%Pass + (Pass+)	93	89	92	88	87
Pass+	24	25	16	15	8
Number of students tested	232	167	162	162	170
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Pass + (Pass+)	90	72	87	81	91
Pass+	3	0	7	7	4
Number of students tested	29	18	15	16	23
2. African American Students					
%Pass + (Pass+)					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
%Pass + (Pass+)	82				
Pass+	20				
Number of students tested	11				
4. Special Education Students					
%Pass + (Pass+)	71		58	50	61
Pass+	14		17	7	9
Number of students tested	14		12	14	23
5. English Language Learner Students					
%Pass + (Pass+)		64			
Pass+		45			
Number of students tested		11			
6.					
%Pass + (Pass+)					
Pass+					
Number of students tested					
NOTES:					

11IN5